DOCUMENT RESUME

ED 193 442 CE 026 608

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TITLE Career Education for 9th Graders in a Community College Setting. Career Education Performance Report, October 1, 1978 through September 30, 1979.
INSTITUTION Bronx Community Coll., N.Y.: City Univ. of New York Research Foundation, N.Y.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO 554AH80233
PUB DATE Sep 79
GRANT G007802016
NOTE 31p.: For related documents see ED 163 226 and ED 167 775.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement: Attendance: Basic Skills: Blacks: *Career Education: Career Exploration: Community Colleges: *Disadvantaged Youth: *Dropout Prevention: High Schools: Hispanic Americans: Low Income Groups: *Nontraditional Education: Potential Dropouts: *Program Effectiveness: *Remedial Programs
IDENTIFIERS Education Amendments 1974: New York (Bronx)

ABSTRACT

Designed as an alternative program to reduce absenteeism in four high schools in the Bronx, a career education and academic upgrading experiment placed sixty ninth graders in a special area of Bronx Community College. The students, recruited from among disadvantaged potential dropouts (mostly blacks and Hispanics), attended half-day sessions at the college, taking classes in remedial mathematics and reading, oral communication skills, and career exploration. The remainder of the day was spent at their regular high schools. Classes at the college were small, emphasized personalized instruction, were taught by minority or ethnic-background teachers, and stressed curriculum innovation. Evaluation of the program showed four of the seven stated objectives had been met. The desired number of low income students were recruited: students improved attendance: they significantly improved their oral communication capabilities: and they gained knowledge of career clusters. Most students also improved in reading and mathematics skills, although not to the extent stated in the objective. As a result of their experience, teachers and administrators of the program developed recommendations for structuring future career-education-based remedial programs. (Note: This report describes the second year of this project. The project was then revised and funded under a different grant with the title "Model High School-College Linkage Program.") (KC)

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EVALUATION: CAREER EDUCATION FOR 9TH GRADERS IN A COMMUNITY COLLEGE SETTING

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September, 1979.

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THE PARADOX OF ALTERNATIVES

Introduction: Context and Summary

Educational programs designed as alternatives to the traditional mode aim either to compensate for or substitute changes to the existing model. When such a program is designed to redirect the students back into the mainstream of traditional education, the innovation program often creates a paradox.

The success of the ninth grade career education program of Bronx Community College exemplifies that paradox. Designed as an alternative program to reduce the absenteeism in four high schools in the Bronx, the alternative program's success underlines the failure of the traditional model. As the alternative program reaches and touches more of its students, those same students develop a keener sensitivity to the deficiencies of the regular school and in some cases the success increases resistance against returning to the regular program. Therein lies the paradox.

Evaluation of the alternative program must then include not only its relation to the main stream schools but in its inherent affective and cognitive impact on the alternative population, itself.

Considering the latter component, the Bronx Community College program has been successful in four of its seven objectives. Evidence was unavailable for one objective. To measure the last objective requires a follow up of at least a year after the students have left the alternative program, and is beyond the scope of this evaluation.

The objectives as stated in the original grant were:

(1) "To provide a career education and academic upgrading program for minority and/or low income ninth grade students who have demonstrated a previous antipathy toward standard public education manifested by poor attendance habits and low achievement in standard educational settings."

(2) "To recruit target students from the specified high schools on a semi-annual basis and maintain a register of 60 students per semester."

(3) "To improve basic reading and mathematics skills of regularly attending students as measured by standardized test results each semester."

(4) To increase the oral communication capability of students vis-a-vis job-seeking, job-getting, and job-holding, and the improvement of day-to-day conversational skills as measured through simulated exercises and pre- and post-enrollment informal language inventories.

(5) To encourage students to identify a career or career cluster in which they are interested and make at least one contact in this area pursuant to gaining further information about it through interviews.

(6) To provide students with knowledge of choices of study in the high schools which lead to career preparation and their entry into such courses of study upon their full time return to public school enrollment.

(7) To increase the attendance average of the individual student after he has completed the program and has

returned full time to the public high school. The evaluation design specifies the achievement of outcomes to be measured by the following criteria. The intended outcomes and the evidence used to evaluate them are given below:

	INTENDED OUTCOMES:	EVIDENCE:
1.	Maintain active roster of 60 students through recruitment of 60 the first semester, return of 40 to home high school at end of first semester, and recruitment of 40 more in mid year of stated identity, age, ethnicity, home school, attendance patterns, academic achievement, career aspirations and initiative.	Student age, sex, chronological class placement, place of birth, native language, previous attendance record, previous math and reading scores, oral skill level at intake, identity of some school, ethnicity. Career goals and ambitions at intake revealed by Career Inventory. Enrollment figures.
2.	55% of the students will show a growth of at least one year per semester in reading and mathematics skills as evidenced by standardized test scores.	Administration of the California Achievement Test in Reading and in Mathematics at intake. 8th grade test scores Mid-semester test scores on different [illegible]n of California. Teacher response. Pupil response.
3.	Increased oral communication ability vis-a-vis seeking, improvement of day-to-day conversational skills as measured through simulated exercises and pre- and post-enrollment informal language inventories.	Teacher appraisal at intake. Appraisal of taped conversations at beginning of semester, mid-semester, and end-of-semester. Class attendance. Student response. Teacher response. Employer response.

INTENDED OUTCOMES:	EVIDENCE:
4. At least 65% of the students will contact persons or organizations in career areas to obtain further information about a particular career through an interview.	Career Guidance Counselor response. Student response. Response of cooperating career area contacts.
5. Upon completion of the program, at least 70% of the students who have identified careers or career clusters in which they are interested will have:	School Guidance Counselor response. Career Guidance Counselor response. Pupil response. Pupil written letters. Admittance to selected program.
6. At least 75% of those completing the program and returning to their public high school will attend school at least 70% of the time during regular school days.	School attendance records. Attendance teacher response. Pupil response. Parent response.

The evaluator visited the program on five separate days, interviewed students, faculty and administrators, and studied the quantative test data as evidence for the report.

DESCRIPTION OF THE PROGRAM

The present program represents a recycle of a previous program entitled "Career Education for 9th Graders in a Community College Setting", funded by a grant from the Office of Career Education of the Department of Health, Education, and Welfare, that program had a first year of operation in 1977-1978.

The office on Continuing Education and Community Services at Bronx Community College, in cooperation with the Bureau of Attendance of the New York City Board of Education and four Bronx High Schools - Clinton, Roosevelt, Taft, and Walton built on the previous experience and continued a service program to a student body, predominantly Black and Hispanic. The main objective was to improve secondary school attendance, a major problem with this population.

In an overflow building on the campus, the 1978-1979 program aimed to serve 60 students who come from families with long histories of welfare, severe unemployment, or underemployment. Five teachers and a guidance teacher comprised the staff. Students received instruction in four classes daily, at the College from 8:30-11:30 a.m. in Reading, Mathematics, English Skills, Oral Communication, and ESL. Classes were of 45 minutes duration. There were daily group guidance sessions with a career guidance counselor stressing on career development and career requirements. Heavy focus was placed on job seeking, job getting, and job holding skills and the development of behavioral objectives such as knowledge, attitudes

understandings, and appreciations of career needs. Emphasis was also placed on the need to identify careers and career clusters which would be motivating for individual students. The focus was to identify the requisite steps students must take to enter and to be successful in a chosen career.

The students attended school on the Bronx Campus and were expected to return to their original, traditional school for the afternoon academic programs.

The Bureau of Attendance Teacher served as liaison between the program and parents and home high schools. The Project Director supervised the attendance teacher and the five teachers and the career guidance counselor. The College provided a principal investigator, a finance officer, a payroll officer, and tutors in the form of college work-study at no cost to the project.

THEORETICAL RATIONALE

The Bronx design had as one of its principal themes: A program designed for broad application and replication. Elements of the program featured:

1. A curriculum designed to appeal to the potential dropout.
2. An emphasis on career education.
3. Intensive basic skill instruction.
4. An attempt to maximize academic success.

The design stressed:

1. A stable pupil teacher relationship.
2. A small pupil to teacher ratio.
3. Individualized instruction and career guidance.

Given that paradigm, the Bronx Community College program featured the following characteristics:

1. Providing curriculum designed to appeal to the potential dropout. Rationale: a) Academic success requires effort which is a reflection of the students' motivation and interests. A paramount interest of these students is in future employment; therefore, the program emphasized career education, initiating the cycle of motivation. b) Realistically, the minority student who is a low achiever often enters high school with severe remedial problems and basic deficits. To achive reasonable entry level jobs, the students needed intensive basic skill instruction. The program, aiming at maximizing academic success, featured individualized academic assignments and compatible teaching strategies.

2. Offering a stable pupil-teacher relationship. Rationale: a) The minority student who is a potential dropout needs role models at his own ethnicity which assure him that desirable options are available. The targeted student also needs a low teacher to student ratio to guarantee counseling and career guidance. To achieve these relationships, the program aimed at a 1-15 teacher student ratio and established criteria for teachers which would insure positive role models. The director sought teachers "who could relate to the population, who could develop their own materials

and who were sympathetic to the students' problems. Five teachers were selected with these special characteristics.

Innovations of the Program

The design of the program differed from the regular 9th grade in size --

1. (60 students instead of 1200).
2. In setting (self-contained ninth grade instead of total high school), only occupants of special building.
3. In teacher-student ratio (1 to 15 instead of 1 to 32).
4. In curriculum (the focus was on career education and basic skills instead of the traditional English, Mathematics and Social Studies program.
5. In emphasis and atmosphere (the emphasis was on personal, individual attention and an informal, structured atmosphere as contrasted with the anonymity, standardization, and "benign neglect" of the average New York City high school).
6. In degree of individualization and student faculty ratio (the student faculty ratio was 15 to 1 compared to 32 to 1 in the regular high school and the teaching methodology was planned to be individually directed rather than group oriented).
7. In goals and outcomes (the focus was primarily on improving attendance and remediation rather than the total spectrum of grades in academetic subjects).

Timing and Recruitment

Although the current program had the advantage of the summer months for planning, there were still delays which negatively affected the program. The Bronx program scheduled to

open on October first, had only twenty students recruited at that time. Opening was therefore delayed until the end of October. Part of this delay resulted from an inability of the Board of Education to assign an attendance teacher, a necessary professional in the recruitment process. Students' entry into the Bronx program was further confused as they went to their regular schools in September and then changed their schedules to go to the Bronx in October.

The process of recruitment involves the Bureau of Attendance Teacher going to the junior high school and combing the records for students who fit the criteria of the Bronx program. In many cases, the data are incomplete because of the cutback of guidance counselors at the junior high school level, and the consequent loss of record keeping and data. Following the record search, the attendance teacher writes to students and parents, interviews them, and acquaints them with the program.

The current director of the program sees the difficulty in recruitment stemming from the lack of identity of the program, the fact that the program is unknown, and the lack of guidance counselors in the junior high school. The attendance teacher strongly reinforces the last reason.

In spite of these difficulties, the general attitudinal response from the high schools has improved. The project coordinator finds that there was more time allocated for planning with the high schools and that the past year's experience has enabled school personnel to understand the program better.

The summer program also enabled the Bronx staff to do some screening of the previously selected students and of the

students carried over. These students and others who visited the faculty in the summer session provided valuable feedback for the staff.

Faculty

The recycling of the program resulted in a carry over of four faculty members and the program director, Mr. Derek Wheeler. Two new teachers were hired for the year 1978-1979, but the mathematics teacher was not on site until November. The leadership of the school changed in January when a former teacher, Sandra Lloyd assumed the position of director. The principal investigator reported that the program was significantly smoother as the faculty were experienced and well acquainted with the goals of the program and the needs of the student body. Observation and faculty in the classrooms and in meetings revealed a dedicated and committed staff, working together with mutual support and good humor. Miss Lloyd's leadership style encourages innovation and creativity; the program has been responsive to identified needs.

Advantages of the Program

The new 9th Grade program at the Bronx Community College retains the same fundamental advantages of the alternative setting enumerated in last year's evaluation: size, site, teacher-pupil ratio, individualized attention, and specialized curriculum.

Interviews with individual students revealed that the pupils were sensitive to these advantages. They verbalized the factors as drawbacks and criticisms of the traditional school: "It's too big. Teachers don't care; classes have too many kids, no one knows you're there, its too hard, they don't help you."

Most students questioned commented on the care and individual attention and help they received in the Bronx program. Students and faculty have a clear concept of the program's goals in terms of student growth and development.

Improvements

There are many improvements in the 1978-1979 program. The classes have moved on to the main campus which offers more prestige and a better physical environment for the students. The counseling program is substantially upgraded, group counseling sessions have been added and terminal counseling stresses alternative placement. Career education in health and environmental sciences, as well in sports careers has introduced new areas of great interest to the student body. The attendance teacher commented favorably on the attitudinal improvement of the students observable in their interviews with him. He specifically remarked on the students' improved grooming, willingness to discuss their records in a realistic way, and improved communication skills. He enumerated the factors responsible for behavioral changes of the students: the staff, the impact of improved self concept and realistic achievement and the motivation inherent in the realistic curriculum of career education.

Another innovation has been the introduction of assertiveness training for the students through group guidance sessions. These techniques and the follow up practice are designed to increase their responsibility, to help them negotiate with the teacher, and eventually to prepare them to deal with authority figures. The student feedback from these sessions has generally been good, but the faculty suggests that future sessions should

feature: simplified terminology, shorter sessions, more participatory exercises.

There has been a concerted effort to add more structure to the program and to help the students deal with realistic demands by instituting certain school rules which involve bringing the equipment necessary for learning, calling in when they are going to be absent, and no smoking in class.

Problems in Returning to School

The recognition of the positive treatment they received made students more reluctant to return to the high schools in the afternoon. Originally, the Bronx program provided tokens as a motivator to increase attendance, but this technique proved ineffective.

Students' expressed their unwillingness to return to the regular high school generally in terms of personal dislikes but there were also structural and institutional impediments which prevented the program's success. Guards stationed at the home high school did not recognize the grade students and the resulting confusion was interpreted by the young students as too much trouble. In some cases, 9th grade students arrived at the home school late and the doors were locked. In other cases, these students had to sign a sheet, which necessitated finding the right personnel in the right office. Often they did not succeed and the attendance went unreported.

The administrator and attendance officer on the Bronx campus suggested that the high school procedure was inadequate for appropriate record keeping for this population's

attendance. There were no afternoon roll books, not enough guidance counselors to keep adequate records and not sufficient interest in the program's goals to stress adequate record keeping. Miss Lloyd, in stating the problem in terms of need, indicated that the Bronx program needs stronger liaison with the junior high schools, needs to develop networks in the regular high schools, needs to know the hierarchy of the system so that requests can be implemented. She stressed the significance of acquiring more background information on the students. The program appeared to be generally impotent in impressing the students with the importance of attending the traditional high school program.

Evaluation

The principal investigator, the program director, the faculty, staff and students all cooperated completely with the evaluator. The setting was open and fully observable. Evaluation was conducted on both a formative and a summative level. The evaluator observed classes, participated in faculty meetings, interviewed students, faculty, attendance teachers and administrators. At the end of the year, the evaluator analyzed all attendance records and test scores supplied by the program director and the principal investigator.

Administration

Interviews with key personnel involved in the immediate administration showed that they had significant interest and much experience with projects of this kind and with the target population. Mr. Frey, the principal investigator successfully administers many innovative projects at the Bronx Community College.

His own background in the New York City Board of Education and now with the Higher Education institutions enables him to negotiate expertly between these two administrative hierarchies. He has a well developed philosophy of education, based on many years of experience, and his goals for the project are clearly and effectively communicated. His skill as an administrator facilitates the daily running of the school and he exercises his supervisory role in a non obtrusive but strongly effective manner. His approach is always hopeful yet eminently realistic, and he has been personally responsible for many of the new advantages in the current cycle of the program.

Five days at the site and two interviews with Miss Lloyd suggests that she is deeply admired by students and staff. She has a creative approach to administration and also has the courage to try new approaches to old problems. Her own personality is reflected in this year's emphasis on grooming and behavioral objectives. She is a fine model for the student body.

The 1978-1979 faculty is integrated; two white teachers having been added to the staff. This was a conscious effort to help the students relate to different kinds of teachers and different styles of instruction.

There is still a need for back up social and psychological services to refer students with particular problems. The faculty need some resource people to help them develop curriculum materials and to show them different phases of classroom organization. Teachers still use the group setting and classroom time yet they

individualize the program. The appropriate relationship between group instruction, tutoring and laboratory practise has not been developed.

The program suffers from lack of preparation and planning time. Miss Lloyd stressed the need to develop networks crucial to successful operation of the program. A need exists to have more background information on the individual students and more communication with the regular school system.

Given the context and the personnel described, the project can be further evaluated in terms of the objectives described in the original proposal.

Objective I and II

I To provide a career education and academic upgrading program for minority and/or low income ninth grade students who have demonstrated a previous antipathy toward standard public education manifested by poor attendance habits and low achievement in standard educational settings.

II To recruit target students from the specified high schools on a semi-annual basis and maintain a register of 60 students per semester.

Evidence and Evaluation

Sixty one students were recruited from four selected high schools between October and June. More than 50% of the students were on public assistance. The population was selected on the basis of truancy and long term absenteeism. Twenty out of the sixty students are on work study. As of May, 46 students were active; 15 had been terminated

An analysis of students who did not complete the program shows the following distribution:

a)	Placement and/or court action	-4
b)	Discipline	-1
c)	Didn't like program	-3
d)	Over 17 years old	-2
e)	Moved out of area	-1
f)	Transferred to a non serviced h.s.	-1
g)	Pregnancy	-1
h)	No information	2

Objective III

To improve basic reading and mathematics skills of regularly attending students as measured by standardized test results each semester.

The intended outcome was that 65% of the students would show a growth of least one year per semester in reading and math skills. The results of the testing are:

Reading Test Results

Amount of Change	No gain	Less than 6 mo.	6 mo. - 1 yr.	More than 1 yr.
No. of students/ Semester 1	11	5	8	6
Semester 2	6	7	8	8
% of Total Students with Results	43%	30%	41%	35%

The percentage of students showing at least one year's growth in reading was less than the stated objective.

Mathematics Test Results

Amount of Change	No gain	Less than 6 mo.	6 mo. - 1 yr.	More than 1 yr.
No of Students/ Semester 1	10	9	6	4
Semester 2	13	4	3	3
% of Total Students with Results	62%	35%	24%	19%

The percentage of students who gained more than 1 year in mathematics skills was less than 65%. The late employment of the mathematics teacher may have had some impact on these scores.

Objective IV

To increase the oral communication capability of students vis-a-vis job-seeking, job-getting, and job-holding, and the improvement of day-to-day conversational skills as measured through simulated exercises and pre- and post-enrollment informal language inventories.

The teacher of oral communications and the other staff members responded that the students' oral communication skills were improved. Precise measurement was impossible in the spring as the oral communications teacher had her record book with the results of her taped appraisals stolen or mislaid.

Objectives V and VI

To encourage students to identify a career cluster in which they are interested and make at least one contact in this area pursuant to gaining further information about it through interviews.

To provide students with knowledge of choices of study in the high schools which lead to career preparation and their entry into such courses of study upon their full time return to public school enrollment.

The objectives were met by testing and interview and contacts were arranged for students. Sixty six percent of the students were interviewed and responses indicated they were awaiting employment assignments.

Objective VII

To increase the attendance average of the individual student after he has completed the program and has returned full time to the public high school.

Sixty six percent of the students attended more than 70% of the time. Those figures represent a vast improvement in attendance ratios for the students in the project.

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Qualitative Evaluation

The history of innovative projects suggest certain conditions which are evident in this project. In many cases, the failure to meet objectives is often not a failing of the project but of the conditions surrounding educational innovation.

I- Funding does not usually include or allow for planning time.

In the case of the Bronx program, funding for each year of the project arrived late and did not meet the academic scheduling of the school system. The result was inadequate recruitment time and an inability to carry over plans from one year to the next with an assurance of financial security. There was no opportunity to plan ahead for curriculum.

Therefore, the first recommendations are:

PROVIDE FOR A THREE YEAR FUNDING CYCLE.

ALLOW MONEY FOR FACULTY TO WORK ON CURRICULUM PLANNING IN THE SUMMER PRECEDING THE PROGRAM.

II- Innovative institutions in their early years do not have alumni. Former students are needed to communicate mores and feedback information to students.

The Bronx project suffers from a lack of continuity experienced by students who can see the results of the program in terms of their own goals. They need peers and feedback from former students.

Therefore, the recommendations are:

PROVIDE FUNDS FOR STUDENTS WHO HAVE GONE THROUGH THE PROGRAM TO RETURN AND DO PEER COUNSELING.

PLAN AN EVALUATION PROPOSAL TO COMPARE PATHS OF STUDENTS GRADUATED FROM THE BRONX PROGRAM WITH THOSE OF TRADITIONAL PROGRAMS.

III- Innovative settings are usually marginal; they do not become institutionalized until they have been in existence for three years or more.

The impact of this condition results in a lack of identity, difficulty in explaining the program to the community and a lack of integration into the college's own setting.

The third set of recommendations are:

PREPARE A BROCHURE FOR RECRUITMENT AND GENERAL INFORMATION TO BE SENT TO GUIDANCE COUNSELORS, SCHOOL ADMINISTRATORS, COMMUNITY AGENCIES.

DEVELOP A 8-10 MINUTE SLIDE PRESENTATION FOR RECRUITMENT. ARRANGE TO SHOW IT IN JUNIOR HIGH SCHOOLS. INDICATE THE KIND OF STUDENT YOU ARE SEEKING FOR THE PROGRAM SHOW IT AT PARENT MEETINGS.

Continue to integrate the setting with the college: develop access to the athletic facilities, allow students to use college library and cafeteria, have faculty attend subject, divisional meetings at the college level. Encourage college faculty to teach on an adjunct level in the 9th grade program and vice versa.

IV- Academic expectations in innovative settings are frequently unrealistic. Provisions for testing and retesting are inadequate and summative evaluation represents only a portion of students serviced because of incomplete data.

Achievement goals in reading and writing are too high, because academic intervention, alone in some cases, is not enough to boost achievement. There is a need for more intensive psychological and psychiatric services.

The Bronx program targets a population which is very difficult to teach. In some cases, the problems are beyond the capacity of the staff's counseling resources. In other cases, the degree of academic retardation requires more than classroom remediation.

The data presented was incomplete. Many students serviced did not complete two rounds of testing, pre and post. This may have been due to off site testing or to an insufficient emphasis on the importance of evaluative data.

Therefore, the recommendations are:

RELATE THE DEGREE OF EXPECTED ACADEMIC GAIN TO THE INCOMING LEVEL OF THE STUDENT. STUDENTS SCORING BELOW THE SIXTH GRADE LEVEL WILL PROBABLY MAKE MINIMAL GAINS, LESS THAN 1 YEAR. STUDENTS SCORING ABOVE THE SEVENTH GRADE LEVEL CAN BE EXPECTED TO MAKE HIGHER GAINS.

ESTABLISH A VIGOROUS EVALUATION PLAN WITH A HEAVY EMPHASIS ON ACHIEVING THE DATA. IF POSSIBLE, INVOLVE THE COLLEGE'S OFFICE OF INSTITUTIONAL RESEARCH TO DO AN ANALYSIS OF VARIANCE, AFTER DETERMINING THE SELECTED VARIABLES.

PROVIDE AN AFFILIATION WITH A COMMUNITY MENTAL HEALTH AGENCY OR AN ADOLESCENT CLINIC TO OFFER NEEDED PSYCHOLOGICAL OR PSYCHIATRIC SERVICES.

V- In general, the results of remedial programs are disappointing. Some authorities suggest the emphasis on the urban population should be on "thinking skills". In any case, there is a growing body of philosophy which indicates that the skills must be taught in some content context.

A thinking skills approach, or a teaching in the content area would be an appropriate one to try with the 9th grade population.

Curriculum models exist for these approaches. Also using Keller's system of PSI with an emphasis on individualized instruction may enable teachers to move from the current practices of grouping students together but teaching in an individualized work shop mode.

Therefore, the recommendations are:

ENGAGE SOME CURRICULUM CONSULTANTS TO CONSIDER ALTERNATIVE CLASSROOM ORGANIZATION AND TEACHING STRATEGIES.

INCLUDE A PERIOD OF TEACHER TRAINING TO DEVELOP PROFICIENCY IN THE SELECTED METHOD OF INSTRUCTION.

PROVIDE CAREFULLY DEVELOPED JOB DESCRIPTION AND CRITERIA FOR HIRING TEACHERS.

Finally, it is important to emphasize the significance of efforts like the 9th grade program to the Bronx Community College and to the City University. Wherever the comtemporary higher education mirror falls, the reflection includes lower enrollments and reduced undergraduate populations. A major reason for this is the excessively high drop out rate at the junior high school and senior high school levels--more than 1,000 students a week, and better than 50% cumulatively. The 9th grade program has demonstrated that small classes, career education, individual attention and caring teachers can result in higher attendance rates and motivation to continue in school.

The traditional high school, caught in the fiscal crisis, is moving in the opposite way and ironically it is the colleges who will inherit the loss. Secondary school personnel have indicated to this evaluator that the traditional schools do not care about the students that the Bronx program is trying to rescue. In fact, the observation was made "the schools are trying to push these kids out."

THE COMMUNITY COLLEGE HAS A DEFINABLE SELF INTEREST IN MAINTAINING AND IMPROVING PROGRAMS LIKE THE 9th GRADE CAREER EDUCATION PROGRAM. DEVELOPING A MODEL AND THEN DISSEMINATING THE INFORMATION ABOUT WHAT IS SUCCESSFUL IS PRACTICALLY THE ONLY STRATEGY AVAILABLE TO URBAN HIGHER EDUCATION.

Therefore, it is recommended:

IMPROVE AND REFUND THE PROJECT.
ANALYZE AND DISSEMINATE THE FINDINGS.

PROVIDE FOLLOW-UP RESEARCH TO DETERMINE LONG TERM IMPACT OF PROGRAM.

11.0 Evaluation

For the results of the summative evaluation, see Pages 9.1 to 9.25.

12.0 Anticipated Changes or Problems

Because we have already been notified not to apply for recycling because such funding will be limited in the future to LEA's (which we are not), we are forced to close down the program. Therefore, a response to Item 12.0 is not applicable.

However, we have been guaranteed funds from a different source to conduct a program based on this one. That program, "Model High School-College Linkage Program", is described herein on pages 13.0 and 13.1.

13.0 Dissemination Activities

The program was carried out in cooperation with the Bureau of Attendance of the Board of Education of the City of New York and with four Bronx High Schools... De Witt Clinton, William Howard Taft, Theodore Roosevelt, and Walton. The philosophy, curriculum, and results of the program have been made available to the Bureau of Attendance and the four high schools for their use should they seek funding for a similar program under the new guidelines limiting such funding to an LEA.

Employment slots under the Youth Employment and Training Program were gained for 10 participants during the summer of 1979 under the auspices of the Board of Educations Division of Planning and Support. That Division coordinates the Youth Employment and Training Program, the Vocational Work Study Program, and the Center for Occupational and Career Education for the Board of Education.

There has been a continuous exchange of ideas and material with the Fort Worth (Texas) Independent School District (Janice Hogue, Career Education Specialist).

Lastly, there has been dissemination to the Office of Policy Analysis of the New York State Education Department resulting in a funding for $600,000 over a 17 month period beginning May 1, 1980, for a project to be known as the "Model High School-College Linkage Program".

In this Bronx Community College will run a program for 180 in-school high school students and 40 high school dropouts. The curriculum and objectives are based on those developed in the "Career Education

for 9th Graders" but with certain modifications. In a large degree this grant was obtained because of our two year experience with the "9th Grader" program. The major difference is that we will be working with youngsters from Grades 9-12 and with dropouts.

In addition to career focus, the other objectives for the "Linkage Program" make for in-school participants remaining in school to prepare for a career and gain the high school diploma in the regular way. Concomitantly, the dropouts prepare for the GED examination while focusing on career opportunities and needs. By arrangement with the Department of Employment of the Human Resources Administration of the City of New York, students will be paid minimum wage stipends from CETA funds for their participation ($3.10 an hour).

In-School Youth will attend classes at the College for two hours a day and will work at the College an additional two hours a day. They will be paid $31.00 per week for their work experience.

The dropouts will attend class for 15 hours per week and have an additional 15 hours of work experience. They will be paid for the total 30 hours - $93.00 per week.

In both cases, participants will be apprenticed to skilled workers on campus (office workers and buildings and grounds craftsmen) where they will have the opportunity to gain insight into job requirements and skills needed to ultimately qualify for full time meaningful employment.

NOTE: All students in the "Linkage Program" must be CETA eligible and, therefore, all will qualify as "economically disadvantaged".

14. Special Activities

To give participants a glimpe of the world of work, trips were taken to various industrial and other type work sites. Each was preceded by an introductory lesson on the purpose of the trip and what to look for. after the trip follow-up discussions and analysis were conducted to apply the facts gleaned by observation during the visit.

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CAREER EDUCATION

PERFORMANCE REPORT

1. Project # 554AH80233

2. Grant # G007802016

3. Project Title "Career Education for 9th Graders in a Community College Setting"

4. Period Covered by This Report: 10/1/78 - 9/30/79

5. Name of Project Director: Sandra Loyd

6. Name of Principal Investigator: Martin W. Frey

7. Category of Project: Training

8. Name and Address of Grantee Institution:

The Research Foundation of the City University of New York
on behalf of Bronx Community College
181st Street & University Avenue
Bronx, New York 10453

Telephone Number: (212) 220-6163

CE026608

9.0 Major Activities:

For a summation of the major activities, please see the following pages, 9.1 to 9.25, which constitute the findings of the independent evaluator who examined the program in detail. These pages contain her written evaluation and are a precise report on the activities which occurred during the program's existence.

15.

ABSTRACT

"Career Education for 9th Graders in a Community College Setting"

Project #554AH80233 — Final Report

Grant #G007802016 — 10/1/78 - 9/30/79

Category: Populations (Low Income) - Training

Project Director: Sandra Loyd — Principal Investigator: Martin W. Frey

Grantee: Research Foundation of CUNY on behalf of Bronx Community College
Office of Continuing Education
University Avenue and West 181st Street
Bronx, New York 10453
(212) 220-6163

"Career Education for 9th Graders in a Community College Setting" is an effort of Bronx Community College, with the cooperation of the New York City Bureau of Attendance (Board of Education), to demonstrate the effect of career education practices on the critical problem of truancy in the New York City High Schools. The program just completed its second year.

DeWitt Clinton, Theodore Roosevelt, William Howard Taft, and Walton High Schools have been plagued by 9th grade average daily attendance rates of approximately 50% in recent years. The predominantly non-white student populations of these schools are also plagued by many of the other debilitating aspects of low-income urban life; basic reading and math skills far below national standards, high incidences of delinquency and drug usage, high incidence of teenage unemployment, crumbling family structures, dilapidated housing, burnt-out and decimated neighborhoods.

The College (located in an equally decimated neighborhood), and the four high schools decided that a joint effort at an alternative approach, including career education practices and an alternative educational environment (college facilities), might shed light on new ways in which the truancy problem could be combated.

The basic operational plan called for the recruitment of 120 9th grade students (60 per semester) from the four high schools. The students would be characterized by poor attendance patterns, reading and math levels two-to-four years below grade level, and be predominantly minority. Selected students would be enrolled in the project for one or two semesters of the 9th grade depending on their individual responses (relative success) in the program. Their daily schedule would consist of morning classes (four periods) at the College, and the remainder of their courses in the regular high school in the afternoon.

Courses at the College would be (remedial) Reading, Math, and English each day, with a Career Guidance and Oral Communications class alternating in the fourth period. Evidence of program success would be: higher attendance rates; increases in standardized test results (in reading and math) and increased career awareness leading to the ability to perform successfully at a workplace and an increased interest in school (as evidenced by higher attendance in the regular high school after completion of the program's requirements).

The program of actual classroom instruction fulfilled most of its objectives. One hundred and twenty minority youngsters, with more than 80% fulfilling low-income definitions, were recruited into the program. Sixty-six percent achieved attendance rates of 70% or greater, falling just short of the pre-implementation goal. There were many evidences of increased self and career awareness ranging from greatly improved expression abilities, students seeking and obtaining part-time jobs, and improved classroom performance.

Two areas of weakness were inconsistent improvement in basic skills and a disappointing response to career-oriented field trips. Basic skills improvement occured for more than half the youngsters who attended regularly. Improvement, in reading for example, ranged up to two years for several students. Yet, some students showed no improvement in basic skills while others showed decreases in standardized test scores. We attribute the lack of success of some students to two factors: screening at the high schools was not as thorough as it might have been. A quarter of the students scored less than 4.5 in reading. Finally, we felt that we did not have an effective enough test-taking and study skills units to allow students to accurately reflect skills learned in the classroom on the standardized instrument.

Difficulties on field trips occured primarily because of disciplinary problems in transit and at the work sites. Many students had never been exposed to parts of the City other than their neighborhoods and simply weren't able to adjust their behavior. This problem was compounded by tour guides who were not equipped to make a presentation which absorbed the students' attention. On the other hand, we found that excursions to other departments in the College, to the N.Y.C. Police Department Headquarters, The New York Telephone Company, and The New York Times were both enjoyable and rewarding for students. These experiences indicate a need for better articulation and more selectivity on our part in future site visits.

We were able to create jobs for 10 students with whose supervisors we could maintain close contact and coordination. Jobs were offered on the basis of academic and attendance merit in the previous semester. Students worked four days a week and attended career-related workshops at the College on the fifth day. This pilot program was not only successful in that 9 of the 10 students maintained the targeted 85% attendance rate, but was also a tremendous benefit to staff in gaining a greater appreciation of the youth employment issue and experience through the workshops. The project has successfully negotiated for a limited number of Youth Employment Project slots in the upcoming academic year, and the pilot program's success has added greatly to our perspective on their possible use.

Unfortunately, the program cannot be recycled as such because the Office of Career Education no longer funds post-secondary institutions for this funding category.